

The Vocational Guidance *Quarterly*

VOL. 4, NO. 2

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—WINTER 1955-56—

The Vocational Guidance Quarterly

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Message from the

PRESIDENT

In his 1954 convention speech to our members, Past-President Clifford P. Froehlich pointed up our needs as a profession for scientific and conclusive research concerning the validity of our assumptions and our methods of practice. Those who heard the speech were unanimous in acclaiming it as a timely, if not long overdue, message. But it struck us, as we reflected upon the speech, that there were two missing ingredients—both of which are probably of equal importance if we are to accomplish what Dr. Froehlich was advocating. The missing ingredients are first, a powerful and unified guidance and personnel organization which can call for basic research and get financial support for it from colleges, universities, foundations, and government agencies; and second, an informed and enlightened public in the persons of parents, teachers, employers, trade unionists, public officials, and members of kindred professional organizations who understand what guidance is and who are willing to support guidance services at all levels and in all settings.



Charles E. Odell

It might be argued that we need the research first, or the organization first, or perhaps even the public and professional support first, before either of the other two objectives can be achieved. But as we contemplate the history of other professional movements, we see that actually all three factors must be promoted simultaneously.

This is why officers and trustees in NVGA have been giving priority to the consolidation of internal organization in the sections, in the branches,

and in the standing committees of the association. But we have not contented ourselves with a one-dimensional view. With the cooperation of organizations such as the National Health Council, the National Manpower Council, and the National Rehabilitation Association, we are continuing our interest in the problems of related professional groups who see guidance services as being important in their particular spheres.

For example, your president was asked by the National Manpower Council to prepare a comprehensive study paper on the contributions which vocational guidance could make in developing the skills of the nation. The National Health Council has asked NVGA and APGA to consult on the professional content of a new motion picture and poster series on health careers. And the National Rehabilitation Association joined with NVGA in sponsoring a series of workshops on Rehabilitation Counselor Preparation. These workshops will result in a new publication which should prove a helpful guide to all who train rehabilitation counselors.

Several Sections of NVGA have also developed similar working relationships with other interested groups. The Military Personnel Section is working closely with the American Council on Education in implementing the recommendations of a study group on guidance for high school youth concerning military service. The Women's Section is cooperating with the U.S. Women's Bureau of the Department of Labor on a study of the post-graduate adjustments of college and university women. The Physically Handicapped Section has cooperated closely on the Rehabilitation Counselor Preparation project outlined above.

There are many similar opportunities for service and consultation which would enhance the professional status and acceptance of the National Vocational Guidance Association and its members. Too frequently we sit back and criticize those who try to provide guidance materials and services without our help. But how often have any of us sought to be of service to those who are trying to get their message across in a professionally sound way to our clients? Every member, every branch, every section, every committee has this opportunity practically every day. When, then, will we really start to "win friends and influence people" for the support of better and more scientific guidance services?

—Charles E. Odell

How REVEALING Are CASE HISTORIES?

by CLYDE W. GLEASON

HOW MISLEADING can the facts of a case history be? This is a pertinent question to ask counselors, because the *facts* in case histories are a sizable part of their stock in trade.

Frequently a counselor faces the problem of trying to help a person whose aspirations are high but who believes that he has failed, and who finds himself in trouble. That is when one is likely to feel most acutely the need for counsel. The troubled one will tell his story. The counselor will listen and will do what he can to get the facts behind the facts. These facts include indications of weakness and of strength in the client's personality, character, and intellect.

But sometimes the trend of the surface facts—the unfortunate events in the client's personal history, an unprepossessing appearance, the very confusion and discouragement which has impelled him to seek counsel—may obscure the picture of his potentials. And, probe as he will for favorable evidence, the counselor is forced to conclude that his client had better be resigned to his own mediocrity, lower his sights, and seek a more secure and less challenging mode of life and work.

It is in the special interest of this pathetic minority among counseling clientele that the following

facts are presented about one troubled and discouraged young man, along with some facts about his career after the ebb-point. These data have been gathered from a book. They are authentic. Reading of this case history has given the writer pause, because in the impossible event that he might have tried to counsel this particular young man at the ebb-point in his career, it seems likely to conclude that he would have counselled him badly.

The "client's" early history is summarized somewhat as it might have been recorded by his hypothetical counselor. Although every item has been authenticated, the total implication of the early history, as presented, is false. It may entertain readers to see how soon they discover who he was.

Personal appearance: Brown skin, small stature, appears frail, unusually large ears and nose, diffident manner, hesitant speech.

Juvenile history: Member of a large family living in a remote community on the seacoast. Client states that father had no schooling but is rather important man in local government, quick tempered and domineering, but generally fair in his treatment of the family. Mother illiterate, very religious; strong attachment between mother and son. Reports that he was a timid child; ran home from school, afraid to talk to anyone, fearful that they would "poke fun at me." Got over this to some extent but has since been shy and diffident. Says that for years he was "haunted"

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by fears of snakes, thieves, and ghosts, and was afraid to go out alone at night. While usually obedient, began to smoke secretly at age of twelve and stole money from his parents to buy cigarettes. Quietly resented father's domination, and at one time obtained some poison and tried to commit suicide, but lacked the nerve to go through with it. No good at sports or games, but liked long walks. Tried to learn to dance but couldn't master it; same with violin. Took some lessons in elocution but made no progress and quit. Backward pupil in elementary school; found multiplication table very difficult. Regular and punctual in attendance, but was never more than a mediocre pupil. No juvenile work history excepting occasional duties around home.

Subsequent education: While in teens, thought of becoming a physician, but father objected, and at nineteen undertook legal training. Did not care for law studies, preferring to read philosophy, religious literature, and poetry; nevertheless completed two years and nine months of study and was admitted to the bar under the low qualification standards which then prevailed.

Marital status: Married young; frequently quarreled with wife; separated much of the time. On one occasion sent her home to her parents.

Work History: Tried to establish law practice in his home community but could get no clients. Moved to a larger city and again failed to get established. Tells of being given one small case but that he was afraid to open his mouth in court and had to turn his brief over to a colleague. Did a few odd legal jobs. On one occasion was

thrown out of an office by a subordinate employee; was seriously disturbed by this experience. Finally took a traveling assignment for a law firm, and while en route to his destination on his first trip, was ejected from a train because of his color. End of history.

Let us say that it was at this point that he sought counsel. Also let us be charitable with ourselves, and refuse to speculate as to how we might have appraised this young man's characteristics, situation, and prospects, or as to the suggestions that we might have offered him, to help him pick up the pieces and find a workable pattern for living. Let us look, instead, at some of the equally authentic data of his later history:

Not long after the train episode he landed in jail. Off and on, thereafter, he spent an aggregate of several years in various jails. Between times, and even while in jail he carried on a unique type of legal activity, did some teaching, and engaged in religious work. During his entire life he accumulated no money or property. He never held public office. When he finally died (someone shot him), he left nothing but a scanty wardrobe. . . .

BUT—when he died, upwards of a million people congregated for his funeral. The heads of nearly all of the world's governments sent messages of condolence. Long before his death he became widely known as an absolutely fearless person; as one of the most charming personalities of his day; as one of the wise men of the ages; as having probably a greater impact upon the thinking of his generation and upon the course of empire than any man then living. He was Monandas Gandhi, the Mahatma.

POSSIBLE EFFECTS OF AUTOMATION

on Older Workers¹

by JAMES STERN

What Is Automation?

AUTOMATION is more than invention. It is the widespread acceptance and usage of the basic principles of automatic operation and control. When applied to the startling advances in basic human knowledge, automation transforms industrial and commercial life. In the past, machine power replaced human muscle power. Today, mechanical judgment replaces human judgment. We have built machines that see, hear, and feel. We have constructed machines that profit by experience. These machines have memory units and, in effect, can be said to learn. Machines inspect, reject, or accept the products they are turning out and, in many cases, correct the errors they make.

Significant shifts in the number, location, and nature of jobs will accompany the introduction of automated facilities. Many occupational opportunities will be curtailed or eliminated; new ones will be created. A general upgrading of skills mixed with some job dilution is anticipated.

For perhaps the first time in the history of man we have reached the stage where our scientific prowess has provided the tools for the aboli-

tion of poverty and scarcity. The challenge of automation is clear. Can we match our scientific progress with comprehensive, carefully thought out social policies?

Automation, Full Employment

The major problem to be faced is the maintenance of full employment within the context of an expanding economy. The rapid acceleration of productivity associated with automation requires that greater attention be given to this task. When the number of job seekers exceeds the number of job opportunities, women, Negroes, unskilled workers, and workers over 45 find it particularly difficult to gain employment. Given the present social climate, older workers and the other disadvantaged groups bear the burden of our failure to utilize automation wisely.

In the past, our economy has expanded its output at an average annual rate of approximately $2\frac{1}{2}$ to 3%. Today, automation has given rise to a situation in which productivity appears to be increasing at approximately twice the historic rate. For example, productivity in industry increased more than 5% between November, 1953, and November, 1954.

No one objects to increased productivity but increased productivity without increased over-all production is a clear-cut formula for

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¹ Digest of an address given at the Eighth Annual Conference on the Aging, University of Michigan, Ann Arbor, June 28, 1955.

depression. Total industrial output was exactly the same in November, 1954, as in November, 1953. The 5% increase in productivity meant that approximately 1 million of the 17 million industrial employees lost their jobs during that year.¹ The same volume of goods was turned out by fewer workers while, at the same time, the number of job seekers increased by 1% because of population growth.

These developments explain the increase in unemployment during this period from 1½ million to 3 million. And, as was pointed out in the Haber study² a few years ago, older workers, on the average, are unemployed longer than young workers and a disproportionate number of older workers are among those unemployed long enough to exhaust their claim to benefits.

Therefore, to the extent that we have not expanded total output commensurate with the productivity gains of automation, automation will heighten the insecurity of all workers but, in particular, will have an adverse effect on the lives of older workers and other disadvantaged groups.

Industrial Structure

Automation gives rise to the forced draft obsolescence of our in-

dustrial structure and accelerates the replacement of plant and equipment by new, different, dispersed, and decentralized facilities. The enormous increase in productivity and in potential output per plant, the high cost of automation equipment, and the extensive research and planning which precede its adoption give the giant corporation an enormous advantage over smaller competitors and supplier firms.

Vertical and horizontal integration will be accelerated. Fewer firms will be able to compete successfully in any market because of the increased output per firm. Fewer supplier firms will be needed as automation enables the large corporations to turn out their own supplies in facilities that otherwise would not be utilized fully.

The elimination of supplier firms, the many mergers with the attendant closing down of the older facilities of the merged firms, and the expansion of old, established firms into new and unrelated fields have a significant effect on older workers. Automation does not alter the fact that it usually takes an older worker longer to find a new job than a young worker, assuming all other factors are equal. But automation does mean that the older worker faces this situation more frequently than in the past.

Job Content

In some respects, however, automation changes job content in a manner which may make the older worker a more desirable job candidate than a young worker. Characteristically, an automated job is one on which physical effort has been eliminated or greatly reduced, and responsibility is greatly increased as the amount of machinery under

¹ The Federal Reserve Board index of industrial production was 132% in November, 1953, and November, 1954 (not adjusted seasonally). Department of Commerce and Department of Labor releases showed industrial employment down during this period from 16,988,000 to 16,107,000.

² Haber, William. "How Much Does It Cost?" A report to the Michigan Employment Security Commission on Long-Range Unemployment Insurance Benefit Financing and Fund Solvency in Michigan, Spring, 1951.

one man's control is much larger than formerly.

The average operator becomes a machine attendant, button-pusher, watchman, or caretaker—jobs that traditionally have been allotted to older workers because of the light physical demands. Employer statements to the effect that the physical effort requirements on these jobs bar the use of older workers would appear to be both hypocritical and fallacious.

Training and Retraining

Many experts believe that automation will bring about another change in our labor force—a more

rapid upgrading of skills and occupations. Our older workers on the average, however, have less formal education than younger workers and therefore may be more difficult to retrain. The retraining problem and the associated problems of income maintenance, relocation, and other matters which must be solved to make retraining of older workers a reality, are not being given careful study and will not be solved until we face up to the basic economics involved.

Today, individual managements minimize private costs by hiring young workers trained at community expense under our philosophy



Electronic "Memory" Machine

The "memory" of this unique electronic machine enables it accurately to balance automobile crankshafts. The "scanning screen" at right receives impulses made by revolving the crankshaft. If the crankshaft is found to be out-of-balance, the machine determines "how much" out-of-balance and "where" unbalance is located. Electronic "memory" unit of machine retains all information transmitted to it while the crankshaft was revolved previously. Then, with the crankshaft held stationary, the machine automatically sets drills in action which remove exact amounts of metal to restore perfect balance.

of free public education. So long as these men are available, an employer finds it cheaper to hire them than to retrain older workers. But when the community allows a 45-year-old man to be turned out without retraining, we suffer a social cost. We lose the productive service of this man while he is unemployed, not to mention the cost of unemployment benefits. If he is reemployed finally in an unskilled job, failing to find work at his old trade, we suffer a further social cost of underutilization of manpower.

This gap between private and social cost is, in my opinion, the basis for the widespread prejudice against hiring older workers. Take away the money incentive to discriminate and then the training problems of older workers can be attacked vigorously with a good chance of success.

Leisure

In addition to the vocational training for older workers that automation makes more pressing, our entire educational system must be reoriented. In ten years, a continuation of the increased productivity associated with automation will make possible, for example, a four-day week, a 20% increase in per capita income, and a change in our labor force participation rates, allowing older people who wish to, to retire earlier on adequate pensions, and allowing younger people to stay in school longer to receive the training required in our society of tomorrow. It is true that we could take the increased wealth we generate through automation solely in the form of goods and services, and thereby almost double our standard of living. Historically, however, we have chosen increased leisure along with a higher standard of living.

Recreational, cultural, and educational facilities are already overcrowded. An increase in leisure time would require an immediate, large scale expansion of these facilities. Pensions must be increased also or retirement will not truly provide leisure. Leisure time without the economic resources, adequate physical facilities, and a positive social orientation will be meaningless. We must strive to create the framework so that all people can have a satisfactory life based upon the successful use of leisure time as well as job opportunities at the upper limits of individual competence.

The UAW-CIO Program

We in the UAW will do our best to live up to our responsibilities. The UAW is alleviating hardship during the forced shift from job to job by negotiating a Guaranteed Annual Wage. After the GAW has been won, the demand for a shorter work-week will be placed at the top of the UAW collective bargaining agenda. We recognize also that purchasing power must be increased greatly to keep it in balance with our expanded productive power. The Annual Improvement Factor Clause in our contracts gives recognition to this principle.

Local unions all over the country are meeting with their respective managements in attempts to modernize the wage, classification, and seniority systems in the plants under UAW contract. Automation makes necessary the widest possible seniority base if we are to minimize the disruption accompanying automation. Corporation-wide seniority will protect older workers in the plants of the major concerns replaced by new facilities. Older workers in smaller firms can be protected by the negotiation of pref-

erential hiring rights in the same industry and area. In addition, severance pay, retraining pay, and relocation allowances will enable the older worker to cope with the problems of an industry in transformation far better than he can at present.

I should make clear that the UAW frequently and publicly has stated that it does not oppose automation. The union favors the intelligent use of automation because it offers America and the world a remarkable chance to increase living standards. The UAW believes, furthermore, that it would be socially irresponsible and morally unforgivable if some of this new abundance, that automation makes possible, is not devoted to the smoothing of the transition for the workers directly affected. Those groups which say that the UAW opposes automation cite our efforts to minimize the disruption that may accompany the widespread installation of automation. However, to label as anti-progress, those in society who voice a legitimate concern with the socially undesirable by-products of rapid change is, in actuality, an effort to shut ones eyes to the problems that historically accompany rapid strides to new and higher plateaus of human satisfaction and economic well being.

Conclusion

The problems of automation should not be underestimated.

Some of them can be solved across the bargaining table by unions and management, but all of us have a responsibility. Government, for example, will have a major responsibility for the expansion of the school system, the handling of the problem of the growth of economic concentration, the maintenance of full employment, the expansion of public facilities for retraining, education and recreation.

There are many challenges for specialists in older workers problems. Short term retraining programs must be devised to make the older worker a desirable employee in an automated plant. Discrimination against older workers must be identified clearly and then eliminated. Programs must be started that will facilitate the enjoyment of leisure by citizens brought up to work and unprepared for greater leisure time.

Automation will not hinder these attempts. With it we will have the wealth to finance whatever programs are necessary. With automation comes a greater stress on maturity, responsibility, training, and skill. Physical effort requirements, the age-old enemy of the older worker, will be almost eliminated. The future of the older worker can be bright if we recognize our opportunity to accelerate our application of social "know why" to match the unprecedented application of our technical "know how."

* * *

Men are wise in proportion not to their experience but to their capacity for experience.—GEORGE BERNARD SHAW, *Maxims for Revolutionists*.

* * *

There is this difference between renown and glory—the latter depends upon the judgments of the many, the former on the judgments of good men.—SENECA, *Epistulae ad Lucilium*.

Looking a Gift Horse in the Mouth

by J. ALBERT SOUTHERN and ROBERT M. COLVER

ONE OF THE many problems always facing the counselor is that of maintaining an extensive occupational information library with limited funds. Many counselors tend to feel that the use of free material, especially recruitment material, is not an acceptable practice. We question the wisdom of such an attitude.

We agree that all monographs purchased by the counselor should meet the criteria established in *Standards for Use in Preparing and Evaluating Occupational Literature*.¹ But we question whether all "gift horses" in the form of free material should be ruled out if they do not meet such requirements.

Literature Examined

With this in mind, the recruitment literature of approximately fifty national companies was examined. This was material published by these companies for the purpose of encouraging students

to consider the company as a possible employer.

Several conclusions were reached concerning the value of this material as occupational information.

The most serious weakness noted, and one that limits the use of this material as occupational information, is the trend toward generalizing and propagandizing. Every company realizes that only a small percentage of those people who read the literature will apply for jobs, but that most readers are prospective customers, now or at some time in the future. In using this material for occupational information, the counselor has a responsibility for making the client fully aware of the fact that this is advertising and public relations material, as well as occupational information.

Another limitation is the relatively high level of preparation necessary for most of the jobs mentioned, which limits the value of this information to a small segment of the world of work. A demand for college training is the rule rather than the exception and experience in addition to this education is rarely called for. However, career training is emphasized and the prospective employee is given the impression that all necessary training will be given. A thoughtful counselor will be aware that some selection will take place before hiring and that some attrition

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¹ Publications Committee, Occupational Research Division, NVGA, "Standards for Use in Preparing and Evaluating Occupational Literature." *Occupations*, 1950, 28, 319-324.

may occur after employment, so that overselling of the occupation should be avoided.

Labor Market Reflected

Since no one goes prospecting for what is readily obtainable, recruitment literature in itself reflects the labor market for certain professional and technical personnel. Timeliness and current need are particularly important in recruitment. Thus, the alert counselor can form reasonably accurate estimates of supply and demand of personnel in selected fields.

Almost every piece of literature examined was excellent as an interest stimulator. Seldom was it difficult to examine or read the material as presented. This characteristic could prove particularly valuable if utilized in group presentation or as a stimulus to individuals to start exploring occupational literature.

Many of the booklets pointed out the utilization of skills in a variety of situations or settings. One example of this is found in a publication of a chemical manufacturing company where a wide variety of activities, both technical and non-technical, is mentioned and attention is called to the need for people with various kinds of training. Similarly, an insurance company booklet points out that the insurance business includes production, underwriting, actuarial work, claims adjustment, and administration. The reader is told that in years past, many young men and women whose college majors included such diverse fields as history, literature, languages, economics, business, engineering, psychology, mathematics, and many more, have stepped through the doorway to a future in insurance. Such in-

formation might provide a much needed reassurance to the student who feels that his high school or college study has been too general in nature and is lacking in specific occupational training.

General Information Helpful

A final point to be noted concerning this material is the excellent opportunity for using it to supply information about an area of occupations. Many companies are closely identified with a particular product or service, such as communications, research, chemicals, or petroleum products. A cork company discusses sales engineering as related to insulation. A student of only average ability could realize that he is learning about sales engineering and about the insulation business, but that much of what is being described for this particular company will apply to other manufacturers as well. Surely the alert counselor could help the student apply this information to similar industries, plants, or positions geographically acceptable to the student.

In summary, it may be said that the firms publishing this material were prompted by their own needs and their own goals. However, if their goal is considered to be the recruitment of employees and the effective utilization of the capacities of these persons, then they are striving for a goal similar to that of the conscientious counselor. The materials are usually well prepared and beautifully printed. When selected with care and used with discretion, they add one more useful source of material which can be obtained and utilized without a prohibitive outlay of time or money. Thus, after looking the gift horses in the mouth, we feel they are worth keeping.

The New

OCCUPATIONAL OUTLOOK

Program

by SEYMOUR L. WOLFBEIN

AFTER A decade and a half of research on occupational and industrial trends in the United States for use in counseling and guidance the Occupational Outlook Service of the Bureau of Labor Statistics is now launching a greatly expanded program this year.

With the help of schools, colleges, community organizations, other Federal agencies such as the Veterans Administration, and the particular support of the National Vocational Guidance Association, the Occupational Outlook Service has been able to prepare materials in the field of occupational information which have become one of the most widely used vocational guidance tools in the nation. Thus, more than 40,000 copies each of the first and second editions of the *Occupational Outlook Handbook* and almost 300,000 copies of various *Occupational Outlook Bulletins* have been obtained by guidance and counseling personnel throughout the country.

Beginning with the current fiscal year (July, 1955) the Occupational Outlook Service embarks upon a new and expanded program of work recently approved by the Congress which features the following three major developments.

SEYMOUR L. WOLFBEIN is Chief of the Division of Manpower and Employment Statistics, U. S. Department of Labor and Chairman-elect of the NVGA Occupational Research Section.

Occupational Outlook Handbook

The last edition of the *Occupational Outlook Handbook* was published in 1951. Many important changes have occurred since then, of course, and the new program calls for a complete revision of the *Handbook* including bringing factual information on employment trends, earnings, educational and training requirements in each occupation and industry up to date; a review of the changes in the nation's economic structure and of the various factors affecting the job outlook in all the fields of work; and the inclusion of new and important occupations in light of the major developments in the fields of science and technology.

The schedule calls for publication of the new and enlarged edition of the *Handbook* early in 1957. Successive editions embodying the results of the continuing research program will then appear in biennial editions of the *Handbook* to be published in the odd years (1957, 1959, 1961, etc.). Because of the extensive use of the *Handbook*, the Bureau of Labor Statistics will be consulting with users throughout the country for advice on both its format and contents.

Current Outlook Information

One of the most important features of the new program involves a continuous and systematic research program in all phases of oc-

cupational and industrial trends in the U. S. While this information will be summarized biennially in the *Occupational Outlook Handbook*, provision is also being made to impart much of this work currently through at least the following three channels:

Occupational Outlook Review: Many of the results of the occupational outlook program will be transmitted to guidance and counseling personnel through a *Quarterly Occupational Outlook Review*, to be issued four times during each school year. It is planned that this *Review* will carry current information on employment developments, earnings, outlook, etc., for major occupations and industries as they become available. All guidance and counseling personnel interested in receiving the *Review* may write to the author at the Bureau of Labor Statistics, Washington 25, D. C.

Wall Charts: The *Wall Chart Series* of the Occupational Outlook Service will be continued in a planned series during each school year and will depict the major conclusions of occupational and industrial studies for use by schools and colleges.

Bulletins and Special Reports: These bulletins and reports will incorporate detailed analysis of major occupational and industrial fields, designed for the more mature person or one with an already developed interest in an area of work, as well as for use in business, labor, and educational and curriculum planning.

Surveys and Techniques

The Occupational Outlook Service derives a tremendous amount of help from the work of other agencies in the Bureau of Labor Statistics, U. S. Department of La-

bor, and other Departments of the government. Information on earnings, productivity trends, working conditions, labor standards, educational and training trends, etc., are all made available for its use. In addition, it makes and will continue to make its own surveys which yield a wide variety of occupational information. Thus, with the support of the American Foundation for the Blind and the Office of Vocational Rehabilitation, it is conducting a survey of employment, earnings and career development in the field of working with the blind; at the same time, it is engaged in an extensive survey, with support from the National Science Foundation, of industrial research and development—a pioneer work in a rapidly developing major field of employment. All of the results will be reflected in the *Occupational Outlook Handbook* and current information prepared for guidance and counseling work.

Finally, the new program calls for the continuation and development of new occupational outlook estimating techniques. The challenging technical problems of evaluating and appraising the long range outlook for employment in the various occupations and industries of the U. S. will continue to take a significant share of the Service's work. The growth and changing composition of population and the characteristics of employed and unemployed workers will be analyzed; trends in technology, shifts in marketing and the public's demand for different goods and services will be studied; Tables of Working Life, brought up to date for men and newly constructed for women, will make possible estimates of the number of workers needed in each occupation to replace those dying or retiring; and a new Occupational

Matrix, quantifying the changing occupational patterns of industries will be calculated and kept up to date.

All of these materials, too, will reflect themselves in the publications described above—and through

these various means the new program is designed to result not only in a new and improved *Handbook*, but a more even and current flow of occupational information for better service to the vocational guidance field.

Meet NVGA President

ODELL

Charles E. Odell completed his undergraduate work in public administration, psychology, and economics at Syracuse University and graduate work at American University in personnel administration, personnel psychology, and social economy. An intern-fellowship with the National Institute of Public Affairs allowed him to study all phases of employment security administration in Washington, D. C., 1937-1939. He then evaluated community guidance programs in Baltimore and in Carroll and Frederick Counties in Maryland as an employee of the American Youth Commission's Baltimore Research Center.

Mr. Odell developed and installed in various states the first comprehensive employment counseling manual used by the Employment Service in 1940 and 1941. He then served as regional consultant on problems of Employment Service organization and management, employment counseling, selective placement, testing, and occupational analysis in Philadelphia, 1941-1943 and as area War Manpower Director in Newark, New Jersey. He served as an enlisted classification officer in the U. S. Navy from 1943 to 1946.

He was assigned to the United States Employment Service, Wash-

ington headquarters, as Chief of Employment Counseling, Selective Placement, and Testing in 1947.

Mr. Odell has taught guidance classes and seminars at Catholic University, American University, University of Florida, and Florida State University, and has written numerous articles for professional journals and magazines on employment counseling and placement problems of special applicant groups such as youth, the older worker, the physically disabled, the parolee and probationer, and minority groups.

Former treasurer, vice-president, member of the board of trustees, chairman of the professional training and certification division, and chairman-elect of the older worker section, he is currently president of NVGA.

In addition, he was a member of the executive council of APGA in 1951, 1952, 1954, 1955; member of Interdepartmental Committee on Children and Youth, 1949-1955; Member of the Interdepartmental Committee on Aging, 1950-1955; member of the National Committee on Aging of the National Social Welfare Assembly; and has just been appointed special assistant to the Under Secretary of Labor for Older Worker Programs.

DISPLAY *and* USE

by **BETTY BURIANEK** and **WES TENNYSON**

NOT THE LEAST of the counselor's dilemmas are: (1) developing adequate filing facilities for unbound occupational information materials and (2) motivating students to study such pamphlets and leaflets once they are filed. For high school use, handling of these materials must satisfy the criteria of attractiveness, accessibility, and simplicity.

BETTY BURLANEK is Counselor at Franklin High School in Cedar Rapids, Iowa, and WES TENNYSON is Counselor at the University Lab School, University of Missouri.

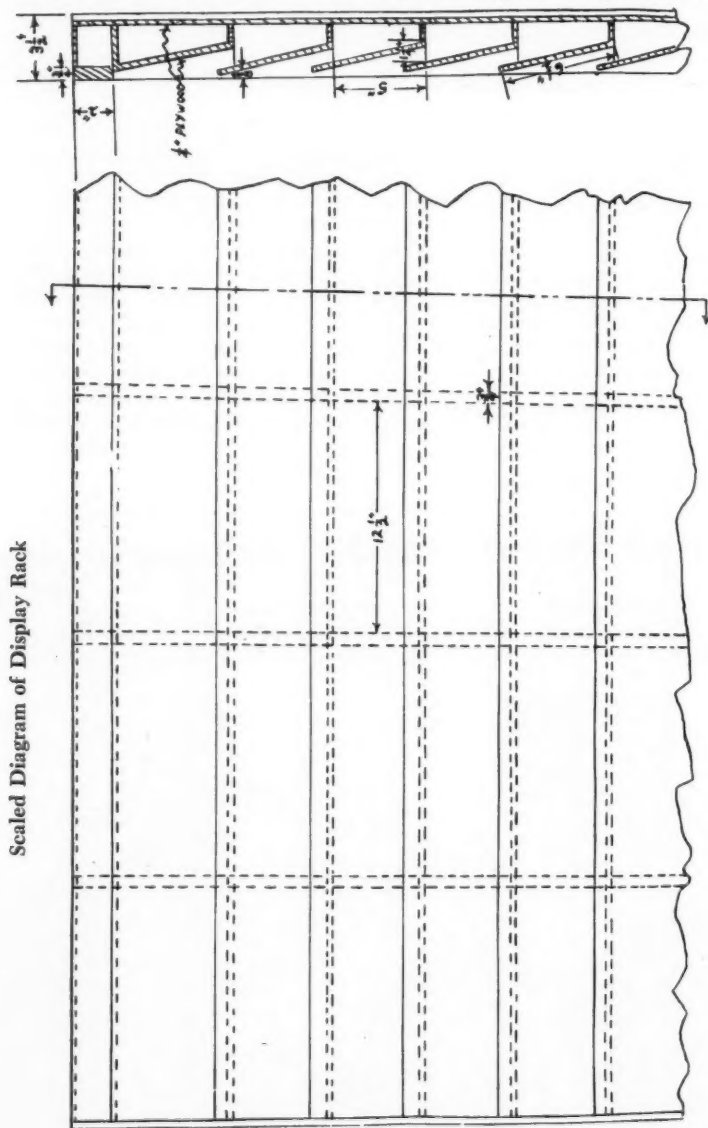
For several years the counselors at Franklin High School in Cedar Rapids, Iowa, had been concerned about the lack of student use of the occupational library. Too many youngsters were negatively impressed by the ominous cold steel of the filing cabinet; others were discouraged by the necessity of properly returning of folders to the file. As a partial solution to a two-fold problem, a combination vertical file and display rack was designed for the school carpenters to build.



Space Is Well Used

Front and side views of the rack

are shown in the scaled diagram. Facings are $\frac{1}{4}$ -inch plywood with $\frac{3}{4}$ -inch supports of pine. De-



Scaled Diagram of Display Rack

signed to house standard 9 $\frac{1}{2}$ by 11 $\frac{3}{4}$ -inch heavy manila folders, shelves or slots are arranged one in proximity to the next so that the folders will overlap. The result is that the top third of each folder reveals the occupational label, lettered in this case by drafting class students. Such an arrangement not only makes maximum use of limited space, but also offers a neater appearing display.

The number of shelves to a tier, of course, depends on the desired height of the rack. From the dimensions given, a file six feet high will contain 14 shelves. Thus, with one shelf or slot allowed for each folder, there is room for fourteen folders in a tier. The only limit on the number of tiers would be the length of the wall or the amount of space which may be allotted to the file. A length of nine feet would allow for eight tiers. With a height of six feet there would be 112 slots, or provision for 112 folders. This figure represents the minimum number of folders which may be used. The number could be increased appreciably if the counselor desired to file more than one folder to a shelf space.

Filing Is Simplified

As this file and display rack is designed to fulfill the needs of students, rather than the needs of the librarian, it lends itself primarily to a simple alphabetical filing arrangement. Several adaptations are possible for those who are interested in filing according to

either subject-matter or interest areas.

One possibility would be to provide a separate tier for each area of interest, with the folders arranged alphabetically within each tier. If space for eleven tiers is available, for example, each tier could be labeled to represent an interest area of the Kuder Preference Record classification. Another way would be to assign a tier to each school subject area (science, mathematics, etc.) with specific occupations alphabetized beneath the general heading. Still another filing approach, particularly where cross-reference is desirable, would be to use half-cut or third-cut folders. The distance between the facings is sufficient to handle two or three folders, providing they are not overloaded.

Student Curiosity Aroused

Used experimentally during the past two years, the filing arrangement has proved effective in motivating students to peruse occupational pamphlets. In a reception room where the study chairs face the display rack, a waiting youngster, even without adult direction, tends to reach up and pull out a folder of his interest.

Because this rack has stimulated student interest and use, similar file and display racks have been incorporated in the architectural plans for two new senior high school buildings being constructed in Cedar Rapids.

Branch Directory Making Progress

Twenty-three NVGA Branches have not, as yet, replied to Coordinator of Branches William C. Cot-

tle's inquiry as to current officers and branch membership. This information is needed for compilation (Continued on page 61)

Employers Speak Up on

ATTITUDES OF YOUNG WORKERS

by MARGARET E. ANDREWS

ALL PERSONNEL workers—whether on the referral end or the hiring end of the placement continuum—recognize that young workers present certain problems to their employers.

Previous surveys of employers have indicated most of these problems have been in the area of attitudes or behavior and are frequently sufficiently severe to warrant discharge. And discharge is costly. Not only does it waste the orientation and training time which the employer has invested in the young worker but it may constitute an "emotional jolt" for the young worker and make him even less effective in his next work situation.

If the attitudes and behavior patterns of young workers which are presently causing difficulties on the job could be identified rather clearly, it might be possible in school and in the employment situation to anticipate them and to work out a continuing training program to eliminate some of them.

At the 1954 Convention of the NVGA the Young Workers Section authorized such a survey among its members with the specific purpose of securing current evidence on which to base specific training for employment both in school and in the work situation itself.

MARGARET E. ANDREWS, Consultant in Business Education and Placement, Minneapolis Public Schools, was chairman of NVGA Young Workers Section last year.

Employer Views Sought

Accordingly, all those in attendance at the various meetings of the NVGA Young Workers Section were asked to interview at least three employers in their community who employ large numbers of young workers—one in a trade, one in an office, and one in a retail situation. The employers were to be asked "What behavior or attitude of young workers most frequently causes them to receive unfavorable attention from supervisors?" or "What behavior or attitude of young workers is most frequently brought to the attention of management by supervisors?"

It may be seen from the form of these queries that the survey was negatively oriented and was intended to bring out the problems—rather than the strengths—which employers find in young workers. This should be kept in mind when the following findings are considered.

Replies were received from a rather small number of the members of the Young Workers Section, but reports were received from cities scattered from Montreal, Canada, to Minneapolis, Minnesota. Altogether, more than forty employers in nine cities were contacted. The employers were almost equally divided between trade, retail, and office establishments.

Although this was a small sample and the findings were highly

subjective, the categories into which the responses fell might well provide a guide for both school and on-the-job instruction for those charged with improving the work performance of young workers. Since there seemed to be no significant difference in the answers received from office, retail, or trade employers, all are combined in this report.

Responsibility Is Major Problem

The single most troublesome attitude or behavior characteristic was found to be "lack of responsibility." Seventeen employers expressed this as a major concern.

The next most commonly mentioned attitude was "indifference." Employers expressed this as "lack of serious attitude," "listlessness," "lack of interest," "lack of pride in work," "lack of initiative," or "lack of enthusiasm." Sixteen employers responded in this category.

Seven employers indicated the attitude of "getting by" was one of their chief complaints against young workers. Others expressed this same attitude by such statements as "don't do good day's work," "cut corners," "waste time," or "the world owes them a living."

"Absence," which is so often thought of as a major problem with young workers, came fourth in this survey, with only five employers indicating this as a major concern.

Four employers indicated concern over each of three attitudes. "Lack of respect for authority" was named by employers who stated students "resented authority," "disrespected authority," or "resented supervision." Lack of foresight was expressed by four employers as of great concern to them. "Don't ask questions" was variously expressed as "think they know too

much," "don't grasp basic instructions," and "can't follow instructions."

Other attitudes or behaviors mentioned by two employers were "inappropriate dress," "impatience in getting ahead," "job hopping," "too interested in money," "cannot work with others," "cannot follow directions," and "cannot work without supervision." Single employers mentioned each of the following attitudes or behavior, "job hunting techniques poor," "take exception to rules," "talk too much," "stealing," "marriage," "abuse of relief periods," "lack of promptness."

Good Points Outshine Bad

Although this survey was negatively oriented, some employers felt very strongly that students' good points outshone their bad ones. Seven employers indicated they had no complaints about young workers. In addition, five employers apparently have had such success with Part-Time Work Program students, in contrast to students seeking employment on their own, that they mentioned Part-Time Work Program students as good workers who cause less trouble.

This limited survey seems to indicate that the attitudes or behaviors of students about which teachers and employers should be most concerned are "lack of responsibility," "indifference," "getting by," and "absence."

Comments made by those who conducted the survey indicated that sometimes employers shared in the responsibility for creating these difficulties. One response indicated that students resented nagging supervisors. Another indicated that employers sometimes exploited students by paying them less than adults although they did

the same amount of work—and they naturally resent it. Another mentioned that students are “mirrors of the temperament and emotions that they come in contact with.”

These latter statements indicate that all of the fault is not with the students or with the teacher who trained the students. They indicate that management, too, is sharing in the responsibility for understanding the characteristics of youth and for providing a work atmosphere conducive to the development of proper attitudes and behavior.

Further Studies Suggested

It is possible that if students were asked to indicate the attitudes or behavior of supervisors with which they found it most difficult to cope,

they might help reveal the cause behind the attitudes reported here. This would be the other side of the picture. As one respondent in this survey indicated, “the main cause of the trouble may have been with our own supervision,” or may have been due to “lack of training which was overlooked in order to fill a vacancy.”

One by-product of conducting a survey such as this is the opportunity it provides school people to learn to know employers better. One respondent indicated, “it has been rewarding to work with and to secure comments from these employers.” The challenge both to school people and to employers now lies in making use of these employer observations in training students both *for* the job and *on* the job.

PIPR Committee Develops Publications

Two publications of the Public Information and Professional Relations committee are available from NVGA national headquarters at 1534 “O” Street, N. W., Washington 5, D. C., according to Mary E. Campbell, chairman.

The NVGA *Orientation Leaflet* explains what NVGA is, what it does, and how it operates. The free small brochure describes purposes, kinds of membership, kinds of meetings, publications, and welcomes the continuing support of guidance and personnel workers in schools, colleges, public employment services, the armed forces, business and industry, trade unions, veterans administration, vocational rehabilitation and community guidance services.

The NVGA *Branch Officers' Procedure Guide* contains suggestions for organizing a branch and making it work. The guide is now available in mimeographed form and is being tried out this year in local situations. It will be printed in final form after the committee incorporates suggestions for improvement now being requested from branch officers. Frank L. Sievers, former APGA executive secretary, was especially active in preparing the guide.

Branch officers are urged to get a copy of the free manual, if they do not have one, and to report their experience with it.

Members of the PIPR committee, engaged in numerous projects in addition to these two publications, are: Max F. Baer, Oliver C. Davis, C. C. Dunsmoor, Clarence W. Failor, Charles E. Odell, Garrett Nyweide, Frank Sievers, Ann Tanneyhill, William D. Wilkins, and Mary E. Campbell.

CAREER GUIDANCE

in the Air Force

by JAMES D. TELLER and JOSEPH J. McLACHLAN

THE AIR FORCE Career Guidance Program may be defined as an organized plan of assistance to the individual in his transition from civil to military life, adjustment to the right Air Force job, training for it, and building toward an Air Force career. Career guidance begins when the individual enters the Air Force, and ends when he leaves.

It is designed to meet the needs of the individual and to meet the needs of the Air Force. Since individuals are versatile and flexible and since the needs of the Air Force are varied and many, there is no necessary conflict between these two objectives in the long run.

Several tools are used to assist in achieving these objectives. These are: (1) Officer and Airman Classification Structures, (2) Aptitude Tests, (3) Proficiency Tests. The place of each of these in the Air Force Career Guidance Program will be discussed.

Both the officer and the airman classification structures are based on three basic principles: (1) *Functional grouping* requires that occupational classifications be based

upon psychological rather than logical considerations. (2) *Practical specialization* requires that occupational classifications be as broad in scope as human versatility allows. (3) *Comparability* requires that similar occupational classifications be treated similarly in regard to identification, evaluation, and other occupational analyses.

The consistent application of these principles has resulted in a high degree of standardization among the separate structures. A brief description of each of these programs is as follows: (1) *USAF Officer Classification System*. As of September 1, 1955, the universe of USAF officer positions is described in 188 officer Air Force Specialty (AFS) descriptions which are classified into 27 occupational classifications (27 occupational fields and 1 Commander and Director grouping). Each AFS description contains a definition of the specialty, the duties and responsibilities, the specialty qualifications, the grade spread, and civilian source jobs. These descriptions are contained in AFM 36-1. (2) *USAF Warrant Officer and Airman Classification System*. As of September 1, 1955, the universe of USAF warrant officer and airman positions is described in 448 warrant officer and airman Air Force Specialty descriptions which are classified into 43 occupational classifications. Each AFS descrip-

JAMES D. TELLER is Civilian Chief, Classification Standards Branch, Department of the Air Force; JOSEPH J. McLACHLAN, Major, USAF, is chief of the Policy and Procedures Section of this Branch. H. L. PARRIS, Lt. Col., USAF, chief of the Personnel Evaluation Branch, assisted in the preparation of Figures 1-3.

tion contains the same occupational data as in the officer specialty descriptions and arranged in the same format. These descriptions are contained in AFM 35-1.

Entry Procedures Critical

Career Guidance practices and procedures on entry into service are most critical. The new airman must be tested, counseled, and assigned correctly right from the start. It is at this point that the Air Force relies heavily on its aptitude testing program. Human beings differ in their physical characteristics, abilities, personalities, interests, and aptitudes. These individuals can be measured in terms of individual satisfaction, production output, cost for each unit, and in many other ways. Regardless of the unit of measurement, the final results from testing can be shown in terms of dollars and cents.

Careful analysis must serve as a basis for using or building tests. Before any test is used, or a new test constructed, a thorough understanding of the skills, aptitudes and other human characteristics of the job is necessary. In Air Force test construction this is the first step taken before the test outline can be developed. A test cannot yield more than is built into it. Custom-built tests designed to do specific jobs for a specific activity are more effective than ready-made tests. The Air Force has accepted this rule in designing a custom-made aptitude battery for airmen to take on entry into service. This test is the Airman Classification Battery (Figure 1).

This test is given to airmen at military training wings prior to counseling interviews. Where Air Force requirements, biographical facts, and interests permit, initial classification and assignment is

made in career fields of the airman's highest aptitude cluster. Each field is identified with a desirable minimum aptitude cluster requirement for assignment. Where aptitudes do not match Air Force requirements, airmen are classified in the required specialty of a career field which is most closely related to the airman's highest aptitudes, interests, and biographical data. Approximately 5% of the airmen undergoing initial classification are classified as "By-Passed Specialists." These airmen have had prior civilian or military occupational experience and schooling which, verified by an appropriate job knowledge test, qualify them for award of an AFS at the semi-skilled level during initial classification procedures.

The aptitude test for officers is the Air Force Officer Qualifying Test (Figure 2).

Unit Assignment Made

When airmen reach the unit of assignment they are assigned to the Air Force Specialty position for which they have been schooled, or they may be assigned directly from the military training wing to undergo "on-the-job training." However, many factors must be taken into consideration in determining the best possible duty assignment. These include overall Air Force requirements, training opportunities, local base requirements, and the airman's abilities, interests, motivation, and retainability. Unit personnel officers, acting in their capacity of career guidance counselors, consider all these factors and conditions when they assign airmen at the unit level.

After a period of time on the job, airmen usually progress through the semi-skilled to the advanced level of an Air Force

Airman Classification Battery (ACB)

Purpose

The ACB is designed to evaluate airmen in terms of seven basic aptitude clusters. Aptitude scores in these clusters have proved important in predicting success in certain Air Force schools and airman career fields.

Description

The ACB is a written battery and requires approximately eight hours to administer. The ACB results are presented in stanine scores called aptitude indexes (A/I) ranging from one (low) through nine (high).

Uses

The ACB is used in conjunction with other available information to make initial assignment to a career field. A desirable minimum aptitude index has been designated for entry into the various Air Force career fields. Research results enable the Air Force to adjust these entry scores as career field and technological changes occur. A minimum aptitude score means that an airman who receives such a score, and is otherwise qualified, has an acceptable expectation of being successful in the training or duty for which the score is recommended.

Aptitude Clusters and Title*

Tests	Mech I	Cleri- cal II	Eqp Opr III	Rad Opr IV	Tec Specialty VI	Crafts- man VIII	Elct IX
Electrical infor- mation	X	..	..	..	..	..	X
Mechanical principles	X	..	..	..	..	..	..
General me- chanics	X	..	X	..	..	..	..
Tool functions	..	..	..	..	..	X	..
Memory for landmarks	..	..	..	..	..	X	..
Pattern compre- hension	..	..	..	..	X	X	..
Word knowl- edge	..	X	..	X	..	..	X
Arithmetic rea- soning	..	..	..	..	X	..	X
Numerical oper- ations	..	X	..	X	..	..	..
Dial and table reading	X	X	X	X	X	X	X
Background for current affairs	..	X	..	..	X	..	..
Aviation infor- mation	X	..	..	..	X	..	..
Biographical inventory	X	X	X	X	..	X	X
Army radio code aptitude test	..	..	..	X	..	..	..

* Clusters V and VII are not presently used. Clusters III and VIII will not be used after the implementation of a new form of ACB, about January 1956.

Figure 1

Air Force Officer Qualifying Test (AFOQT)

Purpose

The AFOQT is designed to evaluate the personal characteristics (aptitudes and interests) which have been found by research to be important for officer performance and success of aviation cadets, officer candidates, advanced AFROTC students, and cadets in the Air Force Academy.

Description

The AFOQT is a battery of fifteen tests which can be scored to yield five aptitude and four interest scores as shown in the table below. It is a written battery and requires approximately seven hours to administer. Dependent upon the type of prediction required, only portions of the battery need be administered.

Uses

AFOQT scores are used in conjunction with other information to (a) select for training certain categories of officer applicants, and (b) to select and classify officers into the most suitable Air Force occupational fields.

Coverage

Aptitudes	Interests
Officer aptitude	Flying
Pilot	Quantitative
Observer-technical	Technical
Verbal	Administrative
Quantitative	

Figure 2

Airman Proficiency Tests (APT)

Purpose

The Airman Proficiency Tests (APT's) are designed to measure the knowledges and skills considered essential for airmen to perform satisfactorily at the skilled or advanced proficiency levels of an Air Force Specialty.

Description

The APT is an objective multiple choice, written test requiring about 1½ hours administration time. Types of questions are selected to give comprehensive coverage of the knowledges and skills required by the Air Force Specialty description.

Uses

APT scores are used with all other pertinent information to assess the overall competence of airmen for the identification and award of a skill level appropriate to an Air Force Specialty.

Figure 3

Specialty. When an airman has attained an AFS at the skilled or higher level in a career field, he will normally be expected to re-

main in that career field or in a related field throughout his military career.

Awards of Air Force Specialties are accomplished on an individual basis. Each specialty requires attainment of education, experience, training, and other qualifications. The award of AFS's makes use of specially designed tests. The most important of these tests are the Airman Proficiency Tests (Figure 3).

During the early part of an airman's training he requires guidance and assurance of his progress in his selected career field. His commanding officer, immediate supervisor, and personnel officer are available to him for this purpose. Most likely his career guidance will come from his personnel officer. The Air Force personnel officer is taught the career guidance technique as a part of the course at the personnel officers school. The Air Force trains officers to perform duty in a number of related functions and personnel officers are expected to perform the career guidance function at the various organizational levels.

Civilian Counselors Can Help

Civilian counselors can help the Air Force by improving the orientation of youth for military service. As the National Manpower Council stressed in its report published in December, 1954, and entitled A

Policy for Skilled Manpower, our entire society has not yet taken proper cognizance of the fact that compulsory military service has become a fixed part of the life of three out of four young men. In only two years since 1940 were there no inductions. Young men, on the average, spend more time in military service than they do in high school. Further, the Armed Services are the largest single user and trainer of skilled manpower in the country. Approximately one-half of all the assignments in the Armed Services require men trained beyond basic instruction. In some instances this training cycle runs to almost two full years, although more typically it may be four to eight months. Only individuals with reasonably good schooling can be trained for these skilled jobs.

The most important single job that the civilian counselor can do for the Armed Services is to improve their educational guidance to youth. It is of central significance for youth and the Armed Services how he handles his opportunities in high school. If he takes the easiest courses and fritters away his time and fails to complete high school, he handicaps himself and the Armed Services. A positive attitude toward schooling and toward military life is basic for the development of youth in our present society.

(Branch Directory continued from page 53)

tion of a map of branch location and a directory of officers.

Dr. Cottle asks that officers of the following branches contact him (Director of Guidance Bureau, University of Kansas, Lawrence, Kansas) as previous correspondence from him apparently has gone astray.

Baltimore
Capital District (New York)
Central Indiana
Colorado
Delaware
East Tennessee
Greater Boston
Honolulu
Lehigh Valley (Pennsylvania)

(Concluded on page 73)

Tape Recorded Interviews

VITALIZE OCCUPATIONAL INFORMATION

by RICHARD M. RUNDQUIST

ONE OF the frequent complaints voiced by vocational counselors is the difficulty in getting clients to use available occupational information materials—even when they appear “ready” to do so.

There probably are a number of reasons for this. First, the whole area of occupational information is regarded as something of a “necessary evil” in some counselor training programs. As a result, many counselors feel rather inadequate in their ability to use this particular service. Another reason might be the very complexity of the materials involved. Keeping abreast of changes and developments in the rapidly moving work structure is no small chore. Inadequate quantity of information materials might be still a further reason. Due to lack of time, limited budget, or inadequate support of the information program by some school faculties, the amount of materials available for use by counselees is limited in both quality and quantity. A further reason, and one which may bear more weight than some of the others, is that many available materials seem to lack the spark necessary to keep a counselee reading.

Materials Lack Something

Most of the information materials available for use with individual counselees depend upon the counselee's ability, interest, and persist-

ence in working through large quantities of rather unimaginative reading material. These prerequisites are not always satisfied by the counselee.

There is some reason to believe that the readability of much of this information is far from desirable. Brayfield and Reed¹ found upon applying the Flesch readability formulas to a representative sample of occupational information booklets that fewer than five percent reached the readability level of popular “digest” magazines. This dependence upon reading materials also presents another problem. The written word, and especially the written word found in many occupational information materials, is not highly conducive to presenting what has been termed the “psychological atmosphere” or “sociological setting” of an occupation.

Audio-Visual Aids Help

Recent years have seen a great increase in the use of audio-visual materials to promote learning in the classroom, and there is no reason to believe that they could not be used to good effect in counseling with students about vocations, or in teaching students about vocations. Oxhandler's work² tends to

¹ Brayfield, A. H. and Reed, Patricia A. “How Readable Are Occupational Information Booklets?” *Journal of Applied Psychology*, 1950, 34, 325-328.

² Oxhandler, A. “What Makes an Occupational Information Pamphlet Popular?” *Occupations*, 1950, 29, 28-29.

RICHARD M. RUNDQUIST is Assistant Professor of Education and Counselor at the University of Kansas.

show that the more popular occupational information pamphlet contains more pictures, more outlining, a less dense-appearing mass of type, and a more "personal" writing style. Audio-visual materials are known to contribute to a number of these "popularity" factors.

It seems logical, therefore, that the tape recorder should be another useful device for helping a counselee or student learn about the world of work.

Recordings Help in Training

For a number of years now the author has used the tape recorder as a means of stimulating interest and teaching graduate students in occupational information courses about the work structure. This procedure has met with considerable enthusiasm. Each student has been required to gather three tape recorded interviews with people about their job. It not only provides some practice in interviewing but also enables the student to gain considerable information about a portion of the work structure in which he is particularly interested.

During the first few class sessions some training in interviewing techniques takes place, some previous interviews are played, and the class works out a semi-structured interview based upon the recommended NVGA standards for occupational monographs.³ They also decide upon the occupations to be covered so that little duplication occurs. However, if two members are particularly interested in the same area, they are free to study it. Each class member makes the

contacts and arranges for his own interviews.

State Library Planned

Since beginning this program, about 160 interviews, varying in length from 10 to 30 minutes, have been gathered. They represent occupations from the semi-skilled through the professional categories. It is hoped that during the coming year these will be organized into a tape recording library to be offered for use in the public schools in Kansas. Since it has been the intent to offer them as a tape library, each person interviewed has been asked and has consented to sign a legalized consent form.

Very little opposition has been encountered in gathering subjects for the interviews. In only two cases have students been refused interviews.

The willingness to cooperate in spite of obstacles led to an amusing incident when a student took a tape recorder into a local automobile repair shop to interview one of the mechanics. The shop was busy at the time, and the foreman gave his consent—if the interview could be conducted while the man continued to work. This led to an unusually realistic interview. Upon completion, the student stopped by to thank the foreman. The foreman thereupon asked to hear the interview and the student obliged. For the next fifteen minutes *all* work stopped in the shop as the entire force gathered and listened to what the tape recorder had to say.

Preparation, Warmup Necessary

During the course of gathering these interviews a number of points have appeared which may be helpful for anyone contemplating using

³ Publications Committee, Occupational Research Division, NVGA. "Standards for Use in Preparing and Evaluating Occupational Literature." *Occupations*, 1950, 28, 319-324.

this technique. It has been found that fifteen minute interviews tend to be best because they have less tendency to drag. Spending a few minutes just getting acquainted with the subjects before the interview seems to produce a less stilted interview. Subjects who are given only a general idea of the nature of the questions to be asked appear to produce less rigid and more "listenable" interviews.

People have at their command a considerable number of statistics about their occupations, but where they do not, it helps if the interviewer can fill in the gaps through previous study. However, students have been constantly amazed by the amount of information which people have about their occupation—not just local information but that of a national character.

Descriptive information provided by the interviewer or background noise typical of the occupation helps add to the "feel" of the occupation. The interviewer's concern for the subject's attitude and feelings about his occupation rather than the number of facts he can impart seem to produce more meaningful and listenable recordings.

Interview Content Evaluated

In actual interviewing practice it is a rather common procedure to send the counselee or student out to talk with people about their work. Use of previously recorded interviews has the advantage of allowing the counselor or teacher to "sit in on the interview," so to speak, and to help the student evaluate what is being said. This evaluation is not nearly so feasible when the student reports back orally after conducting his own interview. It becomes especially criti-

cal when misinformation or gaps appear in the information given. Whenever misinformation occurs in the occupational interview, the counselor or teacher helps eliminate it at this point.

Worker Attitudes Uncovered

It might be said that a recording of one man's views and information represents a rather limited sample of information about that particular occupation. This is true, but, as was pointed out earlier, it is also rather amazing the amount of information people have about their occupation other than that of a local nature. Regardless of this fact, the recording or interviewing technique gets at worker attitudes and feelings which are seldom, if ever, brought out in other types of occupational literature. It should be pointed out also that the information-gathering process is not expected to stop with the listening to one or two recordings. The recordings should serve as a stimulator, to be introduced at the beginning of the information-gathering phase of vocational planning.

To summarize, the idea of a tape recorded library of interviews with people about their jobs arose from the feeling, and certain evidence, that much of the current information literature was lacking in readability and interest. The tape recorded interview seems to overcome these factors to a marked extent. It also provides the counselor or teacher with a more direct means of helping a student evaluate the information he gathers about an occupation. The fact that one interview is a very limited sample often proves to be more of a stimulation to further interviewing than a limitation.

OCCUPATIONAL INTEREST

is a *Part of Growth*

by STEWART C. HULSLANDER

DUE TO a widely accepted point of view that occupational interests of youth emerge as chronological age phenomena, it has been generally assumed that identification of such interests cannot be achieved prior to the late adolescent period. This has resulted in a general "hands off" policy for detecting and utilizing occupational interests in counseling and guidance with earlier age youth.

Furthermore, there appears to be a widespread belief that "interest" exists as an entity, separate and distinct from the growth and development of the total organism.

Neither of these views is in agreement with modern theories and findings in personality and child growth and development in which interests are considered as stable and integral aspects of personality, closely related to emotional, social, physical, and intellectual maturity.

Interests Are Developmental

Carter¹ points out that vocational interests are patterned and that they change in a significant developmental manner with age-maturity. Olson and Hughes² have

shown that individuals grow towards maturity at different rates, and with unique patterns. There is also general agreement among investigators that interests are derived from inherited determining tendencies plus learning experiences. It appears reasonable to assume, therefore, that there are factors associated with growth that may serve as cues to interest patterns exhibited by individuals at chronological ages earlier than late adolescence. Earlier detection of interests and interest patterns would offer greater opportunities for guidance workers to assist individual pupils in a more effective manner in their vocational adjustments.

Adjustment Involves Interest

This developmental theory of interests is consistent with the several developmental theories advanced for vocational adjustment, notably, those by Ginzberg,³ Havighurst,⁴ and Super.⁵ In brief, Ginzberg holds that occupational choice is a developmental process extending over the entire life of an individual. Super views it as a developmental process in which self-concept is not

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¹Carter, H. S. "The Development of Vocational Attitudes," *Journal of Consulting Psychology*, 1940, 4, 185-191.

²Olson, Willard C., and Hughes, Byron O. *Manual for the Description of Growth in Age Units*. Ann Arbor: Edwards Letter Shop, 1950, 28 pp.

³Ginzberg, Eli. "Toward a Theory of Occupational Choice," *Occupations* 1952, 30, 491-494.

⁴Havighurst, R. J. *Human Development and Education*. New York: Longman's, 1953, 388 pp.

⁵Super, D. E. "Vocational Adjustment: Implementing a Self-Concept," *Occupations*, 1951, 30, 88-92.

only an emerging process, but an outcome of a complicated background of interacting factors of growth and environmental forces. Havighurst conceives vocational adjustment as a developmental sequence of tasks.

Others, including Harris,⁶ Kitson,⁷ Allport,⁸ and Fagin⁹ point out that occupational adjustment is a process of identification of satisfiers and annoyers in which pupils perceived for themselves values in objects, persons, or ideas. In fact, it would seem that any theory of vocational adjustment must include vocational interest among its various component parts.

Interests Develop Early

But there may be some who feel that occupational or vocational interests are unique from other interests; that they are entities in themselves. The many and varied definitions of interest, when superficially noted, tend to lend emphasis to this uniqueness. However, a studied analysis of these definitions reveals agreement in basic essentials. Combining these several basic essentials one can advance the following definition:¹⁰ "Interest is a complex of dynamic forces within the developing personality derived in part from inherited reaction patterns which become individuated through cognitive and satisfying experiences; vocational (occupational) interest is con-

sidered as a phase of general interest which has become individuated to the extent that certain perceivable relationships to occupational fields are identifiable; and specific occupational interests indicate that further individuation has occurred to the degree that certain manifest relationships to specific occupations are identifiable."

Crystallization Comes Later

By this definition interest is considered an integral aspect of the total dynamic personality evolving from gross to more refined patterns of identification with various environmental components—in this instance the occupational interest aspects of the environment. This concept is considered basic to the developmental theory of vocational adjustment and the role of interest in vocational adjustment. It is assumed that all aspects and factors of growth of an individual are interrelated and that together they characterize the individual at any point in time-in-growth. Therefore, any occupational interest indication of an individual at a particular chronological age represents a degree of refinement within his total growth pattern. The often referred to "crystallization of occupational interest" may well be an observation of the later refined stage of interest development. This con-

⁶ Harris, Dale B. "How Children Learn Interests, Motives, and Attitudes," *The Forty-Ninth Yearbook of the National Society for the Study of Education: Part I, Learning and Instruction*. Chicago: University of Chicago Press, 1950, 352 pp.

⁷ Kitson, H. D. "Creating Vocational Interest," *Occupations*, 1942, 20, 567-571.

⁸ Allport, G. W. *Personality: A Psychological Interpretation*. New York: Henry Holt and Co., 1937, 588 pp.

⁹ Fagin, T. C. "Guiding the Vocational Interests of the Child," *Education*, 1953, 74, 171-179.

¹⁰ Hulslander, S. C. *Some Relationships Between Aspects of Growth of Youth and the Evolvement of Their Occupational Interests*. Doctoral Dissertation. University of Michigan, Ann Arbor, Michigan, 1955.

cept is in opposition to the view held in some quarters that interests suddenly spring forth or emerge without antecedents.

This concept raises an interesting and timely question: Can one aspect of growth and development be used to determine in part or in whole what any other aspect of growth and development of an individual is or will become? If it were possible to measure the development of some of the more tangible aspects of growth and development of an individual or individuals for use as predictors of the less tangible aspects of growth, a more effective basis might be established for utilizing interest in the counseling process. Indications of occupational interest noted at a much earlier chronological age would provide an opportunity for improved self-concept of individuals as it relates to their vocational goals.

The child growth and development studies of Olson and Hughes¹¹ indicate certain tangible partial measures of growth which offer possibilities in this direction. These measures, termed, "growth-in-age units" are: reading age, mental age, weight age, carpal age, height age, grip age, dental age, and organismic age. These basic concepts of growth are nearly identical with the basic concepts of the developmental process of vocational adjustment. These points of agreement may be summarized in the following statements:

1. Interests are in part derived from innate predisposing factors and growth is in part dependent upon nature.

2. Interest is a component part of the entire growth and development pattern of an individual.

3. The potential for growth, based upon hereditary factors, is achieved through appropriate experiences, and in a similar manner the development of interests from a hereditary basic potential is the result of learning experiences.

4. There is a uniqueness in the developmental rate, direction, and extent of growth of each individual and likewise there is a similar uniqueness in the developmental process of vocational adjustment.

It appears, therefore, that any consideration of occupational interest must be made within the context of the total growth and development of individuals.

Developmental Interest Studied

With this background of theory and limited investigation in mind a study¹² was recently completed which attempted to partially identify probable relationships which may exist between aspects of growth of youth and the evolution of their occupational interests.

Data on growth-in-age units and developmental age were procured from a population of thirty-five boys and thirty-seven girls at chronological ages of one hundred thirty-two months. This population was composed of all pupils in the University High School at Ann Arbor, on whom appropriate growth data were available. Data on occupational interest choices for this population at the high school level were obtained from an occupational interest inventory. Chi square, Phi coefficients of correlation, expectancy tables, t tests, and ordering by rank, were employed to test relationships of paired growth and interest variables.

An analysis of the findings in relation to the several subhypotheses

¹¹ Study. *op. cit.*

¹² Study. *op. cit.*

eses advanced provided the basis for the following conclusions:

Subhypothesis 1: A significant relationship exists between certain growth characteristics and interest level patterns. Above-average individuals in carpal and reading ages tend to indicate occupational interests at a higher level than do those who are below average.

Subhypothesis 2: There is a significant relationship between certain growth characteristics and patterns of interest types. Above-average individuals in reading, mental, weight, and organismic ages tend to be more interested in the computational area than do individuals who are below average. Above-average individuals in Developmental age disclose less interest in the computational area than do those who are below average.

Subhypothesis 3: There is a significant relationship between certain growth characteristics and fields of interest patterns. Above-average individuals in reading and mental ages indicate greater interest in science than do those who are below average. Above-average individuals in reading and weight ages indicate less interest in the natural field than do those who are below average. Above-average individuals in height age indicate less interest in the arts than do those who are below average. Above-average individuals in grip age indicate less interest in the natural and arts fields than do those who are below average.

Subhypothesis 4: Certain similarities and differences exist between relationships of growth characteristics and interest factors according to sex. Above-average girls in height age tend to indicate greater interest in the business field than do boys who are above average

height. Above-average boys in height age exhibit more interest in the science field than do girls who are above average height. Above-average girls in dental age evidence greater interest in the science field than do boys who are above average dental age. No significant sex differences are revealed between reading age and level of interest, and interest in the natural and science fields; carpal age and level of interest; mental age and computational interest; and height age and interest in the arts.

Subhypothesis 5: Certain growth characteristics vary in their importance as indicators of various interest factors. There are indications that reading, height, and mental ages are more important indicators of occupational interest choices than carpal, organismic, weight, grip, dental, and developmental ages.

Interest Is Part of Growth

It was concluded that relationship tendencies do exist between growth and interest factors in the population under study. These limited findings are considered inconclusive for general acceptance and use in practice. The findings, however, give support to the major hypothesis that there is a significant relationship between certain measures of growth of children and their occupational interests.

The need for further investigation regarding the developmental aspects of occupational interests was brought into bold relief as a result of the study. It appears as if there is much fruitful evidence yet uncovered which may be valuable in developing a more scientific approach to vocational adjustment than past practice has revealed.

Who Is to Judge

THE "COOPERATIVE" CLIENT?

by HERBERT SANDERSON

THE ADJECTIVE "cooperative" as applied to a client is still encountered frequently in vocational guidance literature. This is rather unfortunate, for a little thought as to what such a term actually implies will reveal that it has no place in a helping profession which makes claims to a dynamic understanding of the client and his psychological needs. Conceptually it is akin to the "deserving" client of a couple of decades ago, so frequently mentioned in casework records of that period.

To begin with, the term "cooperative" is both static and judgmental. It is static in that it suggests that being cooperative is a typical and unvarying attribute of the client—such as a fractured arm, for example. It does not take into consideration that the extent of "cooperativeness" may vary from one situation to another and be affected by the overall dynamics of help taking. Being "cooperative" tells the worker very little about the client and his problem. Some psychopaths, for instance, may seem to be very cooperative because they are often articulate, charming, and superficially attentive. Actually, many of them cannot even benefit from a counseling experience. By the same token, a troubled and essentially blocked client, who has much difficulty expressing his feelings in words or relating himself to

the counselor because of anxiety and fear, may be labeled "uncooperative," despite the fact that an accepting and understanding attitude on the part of the counselor may be of great value to him.

The term "cooperative" is judgmental for implicitly it suggests that some clients are "good" while others are "bad." If a client goes along (albeit superficially) with the counselor, he is "good" or cooperative. If he is free to express his negative feelings, if he has a will of his own, or cannot or will not follow the counselor blindly, he may be deemed "bad" or "uncooperative." This point has been recognized earlier^{1,2} but evidently has not gained wide acceptance in the vocational guidance field.

Lastly, it should be remembered that in a counseling situation the client has a right to feel about things as he does. Some clients are openly hostile to taking help, others are too fearful to enter into a meaningful relationship with the counselor. Still others, while outwardly "cooperative" are passively resistant to any change which the counseling process may bring about. There are also those clients who see in the counseling situation an outlet for their dependency needs, and although they are highly "cooperative" they are using the counselor as a crutch.

¹ Allen, F. H. *Psychotherapy with children*. New York: Norton, 1942.

² Sanderson, H. *Basic concepts in vocational guidance*. New York: McGraw-Hill, 1954.

HERBERT SANDERSON is Director of the Jewish Vocational Services, Miami, Florida.

In conclusion, labeling the clients as "cooperative" or "uncooperative" does not appear to be a professionally sound practice. Clients are people in need of help. Some can make a fuller use of counseling than

others; some clients cannot use the services at all—but, at no time should a client be denied help simply because he failed to "cooperate."

Eliminating FUMBLES from REFERRALS

by JAMES DRASGOW

ONE OF THE most neglected aspects of vocational guidance is that of making a referral. Little attention is usually given to referral in academic course work of counselor-training and little mention is made of it in the vocational guidance literature. Perhaps the two omissions are related. Nevertheless, the necessity of making referrals in counseling practice arises continually; there is really little excuse for ignoring this important facet of our work.

There are two varieties of referrals: the *incoming referral* in which a client is referred to the counselor by someone, and the *outgoing referral* in which the counselor refers the client to someone else. By observing some of the good and bad points among incoming referrals it is possible to see how the counselor himself might make more adequate outgoing referrals.

Probably the most inadequate kind of referral is one in which the client's total statement is that "so-and-so sent me." Not infrequently these clients are unaware of *why*

they were referred. Both the counselor and the client are operating under initially unnecessary disadvantages when neither knows why the client is there.

These disadvantages could be turned into assets if the client were to arrive with a clear idea of purpose and because *he* wanted to come rather than because so-and-so wanted him to come.

In order to have an appropriate purpose for coming, it is necessary for the client to know the function of the agency. This also helps to avoid producing clients who expect services which the particular agency does *not* offer. The referred incoming client's picture of the agency is obtained from the person who made the referral. It is precisely here that many misperceptions of the service arise. Many people who refer clients will convey to the client the idea that "you go there and take some aptitude tests and they will tell you what to do."

This misperception of the service by other professional workers can be corrected to a large extent by increasing the communication among workers and agencies. This increased communication will also permit the receiving agency to get

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a clearer picture of what other agencies do so that its own referrals can be improved. Hence better communication among professional workers is held to be one of the most fundamental ways that can lead to making better referrals.

The incoming referrals which appear to have worked out most successfully were almost invariably accompanied by a phone call or letter from the person who made the referral. The content of such messages usually includes information about the person who is being referred: the problems that brought him to the person making the referral, how he is progressing in this problem area, the problems that are held to be vocational and educational, what special kind of help is expected, and often how this special help fits into the total helping picture. Sometimes a physician, one or more medical specialists, a social worker, teacher, clergyman, and wife or parents are involved. Part of the referral message helps to define and articulate the respective areas of responsibility.

A referral message often suggests other limits within which the counselor can work effectively; for example, the client may be a failing student in school or the family might be financially poor. Having these reality factors at the outset helps to improve the efficiency of the present service since the counselor is then "tipped-off" on limits within which he must work and indirectly given cues about what kinds of goals may be appropriate, inappropriate, or undefined.

All the foregoing considerations can be brought together by thinking of a referral as engendering certain professional responsibilities. It is not enough to simply tell a client that he ought to see a certain somebody or avail himself of some particular kind of service. In making a referral a person must assume both: (a) the responsibility of the referral message and (b) the responsibility of helping the client to see purpose. The extent to which a client accepts the referral often appears to make the difference between counseling success and failure.

NVGA Section News

by **BLANCHE B. PAULSON**

Audio-Visual: John Charlton, chairman.

An issue of the Section Newsletter contains suggestions for using audio-visual material. If you are interested in making better use of audio-visual aids, write Mr. Charlton to get on the newsletter mailing list.

★ ★ ★

Group Methods: Mildred G. Fox, chairman.

Harry Hendrickson, Assistant in Educational and Occupational Information, Department of Education, Baltimore, has been named to head a committee exploring inte-

gration of occupational information with school subjects.

Irene Feltman, Professor of Education, Northern Illinois State University, De Kalb, Illinois, is heading the bibliography committee continuing the work of three years standing involving preparing lists of resource materials for presenting occupational information.

A section newsletter is being published again this year.

★ ★ ★

Military Personnel: James D. Teller, chairman.

Continued progress is reported on the unit of study "Your Life Plans and the Armed Forces," with the committee to orient youth for military service working with the National Association of Secondary School Principals. Col. Miles R. Palmer has been designated by Carter L. Burgess, Assistant Secretary of Defense, Manpower and Personnel, to work with the committee on the project.

Representatives of the various branches of the armed services were present at a recent meeting of the committee. Each committee member expects to stage a trial run of the new unit of study in a secondary school in his geographic area. The section is also enlisting the cooperation of state directors of guidance and selected university and private guidance centers in the project.

Newly appointed subcommittees are working on information for counselors, speakers for career days, and visits of counselors to armed forces installations.

★ ★ ★

Rural Guidance Service: Ralph Roberts, chairman.

A continuing advisory commit-

tee has been organized, consisting of Evelyn Murray, USES; Bob Isenberg, NEA; Earl Intolubbe, Bureau of Indian Affairs; and W. J. Musgrove, Director of Guidance in Belleville, Ontario. They plan, among other things, to expand and strengthen their newsletter.

★ ★ ★

Women: Eunice C. Robert, chairman.

The survey of 1955 women graduates will be on a more scientific basis with a carefully selected list of participating schools and careful sampling procedures being employed. The expanded questionnaire, now in letter form, includes several additional items. A companion study of men graduates by some other NVGA section might be another project of great value.

★ ★ ★

Young Workers: Elizabeth S. Johnson, chairman.

The Young Workers Section is asking a panel of young people to set the stage at the Washington convention for consideration of "Part-time Employment of Youth." Employers, educators, and counselors will have their say through a second panel group.

Some of the questions likely to be discussed are: 1. How do students feel about the value of part-time work? 2. Should schools allow points toward graduation for part-time employment? 3. How can schools deal with the problems of excessive hours at the expense of school work and health? 4. Who should be placed in charge of a work program in a public school system? 5. What are the advantages and disadvantages to business and industry in the work training programs?

Meet Trustee, PIPR Chairman

CAMPBELL

Mary E. Campbell, chairman of the Public Information and Professional Relations Committee of NVGA, is the Secretary of the Corporation in Charge of Personnel for The Condé Nast Publications Inc., director of *Vogue's* Prix de Paris, and director of *Glamour's* Job Department. She has been a trustee of NVGA since 1951 and is now serving her second term.



M. E. Campbell

Miss Campbell prepared for a career in education. She began at Barnard College, but at the end of her sophomore year took two years off for a full-time job (secretary in the medical department of *The New York Times*) to finance her schooling; then transferred to Teachers College, Columbia University, where she earned both a bachelor's and a master's degree (major: health and physical education; minor: vocational guidance). For the next two years, she taught physical education at the University of Georgia.

Coming to New York in the spring of 1936, Miss Campbell took a job as assistant secretary to Mr. Condé Nast, the publisher. She

was made his executive secretary and, on Mr. Nast's death, became assistant to the new president. In this capacity, she organized a personnel division—becoming the company's personnel officer when she was elected secretary of the corporation.

In 1945, Mary Campbell added to her duties those of directing the activities of *Glamour's* Job Department. Here she supervises the magazine's career articles and reader service. She has written many articles for *Glamour* on different aspects of finding a job and making the most of one. She is a frequent speaker on these subjects, and has conducted job seminars at the invitation of schools, private companies, women's clubs, and leading retailers.

In 1950, Miss Campbell was awarded a Certificate of Merit on behalf of the New York State Department of Commerce for assistance she had rendered to its Woman's Program.

In addition to the New York Personnel and Guidance Association, Miss Campbell is a member of the New York State Counselors Association, Personnel Club of New York, Eastern College Personnel Association, New York Adult Education Council, American Association of University Women, and The Fashion Group, Inc.

(Branch Directory continued from page 61)

Maritime
Miami Valley (Ohio)
New Mexico
New Orleans
Northeastern Indiana
Northeastern Ohio
South Florida

South Texas
Tacoma (Washington)
Teachers College (New York)
Virginia
Western Maryland
Western Massachusetts
Western Pennsylvania

Briefing the JOURNALS

by CLARENCE W. FAILOR and EMORY J. WESLEY

ROBERT H. PLUMMER and VIVIEN INGRAM, "They Call It the Career Carnival," *The Nation's Schools*, 56 (August, 1955), pp. 48-49.

This is a description of an all day affair held for 7,000 teenagers in the Flint, Michigan, area on October 19, 1954. It was "a single package College-Armed Forces-Career Day and Carnival." It was the area's answer to repeated interruptions of regular school procedure by college representatives, representatives of various armed services, and career groups for "interviews, assemblies, trips and demonstrations."

It was organized by the public school placement service and the placement counselors in the high schools. They had the cooperation of the executive secretaries of the manufacturers' association and the chamber of commerce. In planning exhibits for the carnival, the schools reserved the right to change an exhibit if it was thought inappropriate.

The industrial and business exhibitors and consultants believed the event so valuable that they plan to help restage it next year. Visitors from other schools placed a high educational valuation on the experience.

F. GLENN MACOMBER and ALBERT L. AYARS, "Home Town Becomes a Classroom," *The School Executive*, 74 (August, 1955), pp. 41-45.

"In too many schools 'administrative pressure' takes precedence over the needs of good educational practice. Also significant is the lack of 'know-how' on the part of teachers and principals to make the community a laboratory for learning."

Attack on these and interrelated problems has been the purpose of

efforts by the Armco Steel Corporation of Middletown, Ohio, and school administrators and teachers of the Butler County area. A community resources workshop was held at Miami University (Oxford, Ohio) in 1952 with 29 specially selected teachers from Butler County in attendance. Industry and the schools financed the workshop so no financial hardship would be worked on the teachers. Field trips were among the activities of the workshop. "Typical products of the workshops are files of community resources with suggested grade level and subject matter uses, guides to the planning and execution of field trips, and illustrative teaching units." Schools of the community have shown "an increasing interest in local occupations and a new awareness of vocational opportunities within the community."

HAROLD K. PUNKE, "Vocational Choice and Industrial Democracy," *The American School Board Journal*, 131 (September, 1955), pp. 41-45.

The two principal factors in "choosing" an occupation are: "(1) a wide range in types of vocations—with great variation in demands made on workers, in rewards offered them, and in numbers of workers required; (2) extensive freedom for the individual to enter a vocation which he prefers."

A glimpse of occupational history in this country shows the impressive growth in the range of types of vocations from the paucity of colonial days to the multiplicity listed in *The Dictionary of Occupational Titles*. "Equally important in the development of vocational and industrial democracy is an understanding among the people generally of the role of invention, research exploration, industrial management, as well as of education

and social services as a continuous expansion of types of jobs that exist and an understanding of the role of government in determining the extent to which an individual may exercise personal choice among existing vocational possibilities."

ALAN GREGG, "When to Change Jobs—and Why," *Harper's Magazine*, 211 (August, 1955), pp. 71-76.

"... in this country in the immediate future, the opportunities for new positions are going to increase dramatically, so that for many Americans the question of when to change jobs will become more acute than it has even been in the past."

Admitting the absurdity of attempting to generalize about a career decision, Gregg sees merit in pointing out features he has observed in his experience of "watching others engage in this anxious though stimulating process" of changing jobs. He sees as obstacles: the difficulties of employers' recognition of exceptional qualities in potential employees due to the vast range of choice by the employer; close, discriminating judgment of human character and intellectual potentiality has not kept pace in its growth, refinement, and dependability with the steadily increasing job market; suspicion that breeds suspicion, *i.e.*, some institutions are black-listing or suspending individuals on the unproved basis of suspicion of subversion and this will cause avoidance of these institutions.

Gregg's discussion of operative principles are outlined for four periods of an individual's working years. The periods are categorized as those of (1) learning, 20-35; (2) doing, 35-50; (3) directing, 50-65; and (4) advising, 65 and onward. At any age, before changing jobs he advises taking time off before deciding to consider the matter in the absence of the pressure of daily routine, visitation to the proposed new job, examination of just what you are assuming when you take the new job, distin-

guishing between irrevocable and changeable or postponable decisions, and investigation of whether he who is offering the new job can actually deliver on the promises made.

PROCTOR THOMSON, "Scientific and Technical Manpower: the Economics of the Case," *The Science Teacher*, XXII (September, 1955), pp. 177-178, 204-205.

A much more balanced treatment of the problem of this shortage of scientifically trained manpower is given in this report of a speech to The National Science Teachers Association than is usually found in discussions of the question. The problem is placed in its broad socio-economic perspective. Three aspects are considered. First, the need of scientists is considered in its relationship to the needs of other types of highly trained personnel in our society, which is a multiple-purpose organization. The danger of having too large a per cent of a limited manpower trained in the one area of science is emphasized. Secondly, it is pointed out that there is a definite relationship between price and market mechanisms and manpower utilization and allocation. Thirdly, attention is drawn to the necessity of working out policies that work with instead of against the price system. "It would, further, be wise and equitable to utilize devices which strengthened the machinery of individual free choice rather than encouraged further development of the apparatus of state control."

PERCIVAL W. HUTSON and KENNETH D. NORBERG, "Selected References on Guidance," *The School Review*, LXIII (September, 1955), pp. 349-354.

This is a bibliography covering the period from May, 1954, to June, 1955. It covers distributive and adjustment guidance and includes periodical, book, and film materials. It does not

include specific elementary school guidance nor material on juvenile delinquency. Many of the entries reflect the growing acceptance of guidance "as a pervasive function, distinguishable, yet inseparable from the total educative task." Included are yearbooks of two of the major subdivisions of the NEA, the Association for Supervision and Curriculum Development and the Department of Elementary School Principals, dealing, respectively, with *Guidance in the Curriculum* and *Guidance for Today's Children*. Altogether there are 61 annotated entries.

"Building Competence to Serve the Handicapped," *Employment Security Review*, 22 (September, 1955).

This entire issue is devoted to the topic cited. Articles on building staff competence, the contributions of the Veterans Administration, a demonstration project on placement of the blind, regional meetings that have and are being held to promote closer cooperation between employment service and vocational rehabilitation counselors, the working relationships developed in Denver between the employment service and vocational rehabilitation counselors, the effects of 1954 congressional legislation, the training of local employment service personnel, examples of rehabilitation and placement, and other rehabilitation operations are included.

W. E. VANNAH, "Automation: Some Human Problems," *Personnel*, 32 (September, 1955), pp. 100-106.

Automation is defined as "the practice of making things self-actuated and self-regulated." Levels of automation are classified by their degree of replacement of the human functions, the hierarchy being: mechanization, synchronization, feedback, decisions, memory and learning. The latter is in process of development.

The author discusses and describes

present applications in industry and the office, the opinions of labor, the effects on collective-bargaining contracts and concludes: "In the cases cited above, increased production and increased demands for mechanical and clerical work have kept up the level of employment and advanced it considerably even though automatic machinery was introduced. . . . Our economy is dynamic and ever-changing. To avoid drastic, last-minute upheavals in programs of automation, we must have the joint planning of management, labor, and the control engineers who create automation. Continual study and reassessment of the changing situation is necessary on the part of all three."

ROSS HARRISON, WINSLOW HUNT, and THEODORE A. JACKSON, "Profile of the Mechanical Engineer. I. Ability," *Personnel Psychology*, 8 (Summer, 1955), pp. 219-234.

This article is a report on an experiment that attempted to supply the lack of information on common characteristics of members of various occupations. Of greatest significance to the reviewers is the statement: "Vocational guidance is conducted with only the most inexact notions about the characteristics of the individuals in the occupations for which clients are being counseled. A neglected area in psychological science is the empirical determination of the kind of people who enter different forms of work instead of relying, as we now do, on casual observations or stereotyped thinking. While the study of vocations can be rewarding in itself, there may be a number of practical consequences in investigating the attribute of men and women in more frequented occupations. Vocational guidance would then be more firmly based and would have a better chance of becoming a more exact science, while the prognostic validity of personnel selection and placement procedures might also be significantly advanced."





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Women: Eunice Roberts, Indiana University, Bloomington, Ind.

Young Workers: Elizabeth S. Johnson, Bureau of Labor Standards, Washington, D. C.